

Utah CCGP – Guidance Activities Results Report (Large Group) 2008-2009

School: Uintah High School / Uintah School District Counselors: Jenifer Gudac, Connie Shumway, Rob Willardson

Target Group: Entire Sophomore Class

Target Group selection is based on: How much information is learned and retained regarding the S.E.O.P. / registration process.

Abstract: We developed a questionnaire which we hoped would show favorable results about what students know and learn about the S.E.O.P. / registration process. A pre-questionnaire was administered to all sophomore students. Curriculum and registration information was explained. Students took home a registration packet. During the registration nights, students and parents had questions answered and turned in registration forms for next school year. A post-questionnaire was administered a month after the registration night to see what the sophomore students retained.

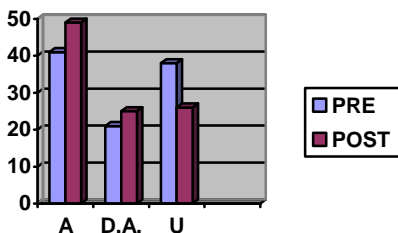
Project Description

- We hope to see positive changes in student responses from the pre- to the post-questionnaires.
- Seventy-one percent of sophomore students participated in the pre-questionnaire. Forty-six percent of sophomore students participated in the post-questionnaire.
- **Students were surveyed and given curriculum in all sophomore English classes.**
- Each sophomore student completed a pre-questionnaire consisting of eight questions. We needed to determine the effectiveness of our S.E.O.P. / registration process. We gave each student a career information packet. Each packet consisted of a Holland Personality Assessment, a sample graduation checklist and a registration form. We discussed with the students the meaning of S.E.O.P. We encouraged them to choose electives that fit with their individual talents, interests / abilities, personality type and post high plans. Graduation credit totals by category and the total number of credits students would need to graduate was discussed. Students completed the Holland personality assessment. We answered individual questions regarding credits and encouraged students to plan for their academic and career future. To better prepare the students, they took the packets home to discuss and choose meaningful electives. All students were invited to one of three registration nights to finalize registration. The few students who did not show for registration night were called into the career center to finish their registration information. A month after registration night we had the teachers hand out a post-questionnaire with the same questions as the pre-questionnaire to the students to hopefully see if some of their responses to the questions had changed.
- **Start Date: Pre-questionnaire** and curriculum given on Feb 21st and Mar. 6th **Registration night** for up coming junior students on march 18,19,20 **Post-questionnaire** administered on April 29th and 30th.
- Results will be measured by comparing responses to questions from pre and post questionnaires.
- **Results:** The results from the pre- to post-questionnaire were good. We expected to see improvements in some of the responses on certain questions. Results may have been better if student attendance was higher for the post-questionnaire.
- There were differences in responses for all eight questions. Four out of the eight questions had more noticeable differences.

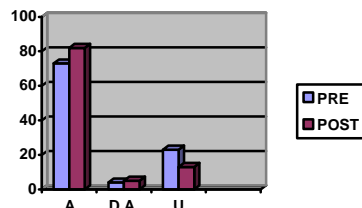
Results DATA:

X-Axis: A= Agree D. A.= Dis-agree U=unsure **Y-Axis:** responses are in percentages.

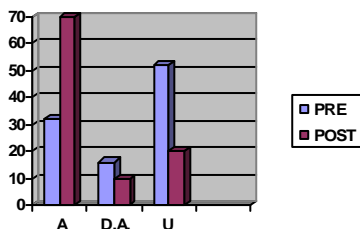
1) The S.E.O.P. process helps me think about my future?



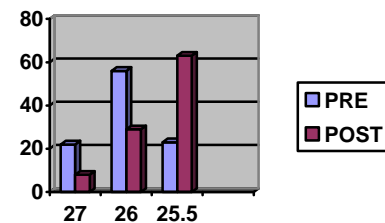
6) S.E.O.P. stands for student education occupation plan?



5) I have completed the Holland Personality Assessment?



7) My graduating class will need (25.5) credits to graduate?



Discussion: From these four questions this data shows that students perception changed from the pre- to post-questionnaire. We hope that students will understand more about what S.E.O.P. means, remember what total credit they need to graduate, and keep in mind that the Holland Personality Assessment is a great tool to help choose elective credits and guide them on a road map to a career.

Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008

School: Uintah High School / Uintah School District Counselors: **Jenifer Gudac, Connie Shumway, Rob Willardson**

Target Group: students who struggle academically.

Target Group selection is based on: We believe that counselors one on one visits with students, improves academic performance.

Abstract: Every school year there is a group of students who struggle academically. This year each counselor selected 10 to 15 students to meet with periodically during the school year with a hope that the students GPA would improve over the course of the school year.

Project Description

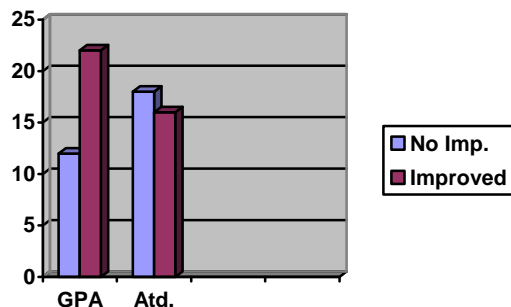
- We expect students GPA to improve as counselors intervened with students, parents and teachers. Student attendance may also improve as GPA improves.
- Thirty four sophomore students were selected among 3 counselors.
- After 1st trimester grades were final, the counselors looked at sophomore GPA's from 1st tri. Students who received a 1.6 to 2.0 were selected to receive intervention from a counselor. We divided students according to our individually assigned alphabet.

As students came to the career center to meet with a counselor, we would discuss individual class progress reports, attendance, give encouragement and rational for doing well in school, setting goals, meeting deadlines, talking with parents and teachers, "Positive Action", "Why Try" curriculum and study skills were also used. Counselors met with each students individually at least 5 or more times.

- **Project Start Date:** end of 1st Tri (Nov 28) **End Date:** end of 3rd Tri (May 23)
- Results were measures by looking at each students individual improvement in GPA and attendance by comparing 2nd and 3rd tri grades and attendance to 1st tri grades and attendance.
- **Persons involved in Project:** **Jenifer Gudac, Connie Shumway, Rob Willardson**
- **Materials:** Grade reports, Attendance reports, Positive Action and Why Try Curriculum, Differing study skills and counseling theories.

Results DATA:

Y Axis:= total students X Axis:= Grade Point Average and Attendance



Discussion: Many factors determine student success. We believe that by meeting one on one with students and parent contact over the course of a school year, giving them encouragement, going over progress and attendance reports does have some effect on improvement on grades and attendance.